

APPENDIX 1

Guideline for Interview and Observation

Appendix 1: Guideline for Interview, Observation and Content

A. Guideline for Interview with English Teachers

The interview was conducted in Bahasa Indonesia, then it was interpreted into English. The interview was based on the following question.

1. Pengembangan teknik dan instrument penilaian otentik pada mata pelajaran Bahasa Inggris dalam kurikulum 2013 semester gasal di SMA N 2 Sukoharjo dan SMA Al Firdaus
 - a. Apa perbedaan penilaian pada kurikulum 2013 dengan penilaian sebelumnya?
 - b. Apa saja teknik penilaian autentik yang digunakan pada mata pelajaran bahasa inggris dalam kurikulum 2013?
 - c. Bagaimana langkah-langkah ibu/bapak untuk menyusun/mengembangkan instrument penilaian?
 - d. Apakah dalam penyusunan/pengembangan instrument ibu menghubungkan dengan pengalaman nyata siswa?
2. Implementasi Penilaian Autentik dalam tulisan siswa
 - a. Bagaimana bapak/ibu sudahkah menerapkan penilaian otentik setiap pembelajaran bahasa inggris?
 - b. Apakah ibu/bapak menggunakan penilaian praktik, portfolio, dan penilaian produk untuk aspek ketrampilan menulis?
 - c. Apakah ibu menggunakan observasi, jurnal, penilaian diri dan penilaian sebaya sebagai aspek sikap?
 - d. Apakah ibu melakukan penilaian pada saat proses pembelajaran berlangsung (ongoing process do assessment)
 - e. Apakah guru sudah menerapkan 5M pada siswa setiap pembelajaran?
 - f. jenis penilaian apa saja yang diterapkan (formal/informal), (formative/summative), (traditional/alternative), (norm referenced/referenced test)?
 - g. seberapa sering menerapkan penilaian otentik dikelas?
 - h. apa sajakah tipe penilaian otentik menulis yang diterapkan?

Self-assessment / peer assessment/portfolio/performance assessment)

- i. bagaimana membuat siswa bisa menulis?
 - j. apa aspek yang dinilai dalam menulis?
 - k. dalam menulis esai, apakah siswa diberikan draft pertanyaan sebelum menulis teks?
 - l. hal apa sajakah yang perlu diperhatikan siswa dalam menulis?
 - m. apakah ada follow up (pembetulan) hasil menulisnya siswa?
 - n. Bagaimana guru menilai pekerjaan siswa?
 - o. Apakah guru sudah menerapkan aspek penilaian disetiap pembelajaran?
 - p. Apakah guru menerapkan aspek menulis dalam menilai pekerjaan siswa?
 - q. Apakah guru sudah menerapkan penilaian menulis siswa dgn silabus?
3. Dampak kepada siswa
- a. Bagaimana dampak penilaian autentik dalam tulisanya siswa?
 - b. Apakah penilaian yang dilakukan berdampak pada kehidupan siswa diluar sekolah?
4. Permasalahan yang dihadapi
- a. Apa masalah yang dihadapi guru dalam implementasi penilaian autentik?
 - b. Apa solusi yang dilakukan untuk menghadapi permasalahan pada saat implementasi penilaian?

B. Guideline for Interview The School Administrator of Curriculum

- 1. SMA N 2 Sukoharjo dan SMA Assalam termasuk salah satu sekolah yang menerapkan K13. A pa dampaknya bagi sekolah dan guru?
- 2. Bagaimana pendapat bapak tentang implementasi kurikulum 2013 khususnya dalam penilaian?
- 3. Adakah pedoman guru dalam mengembangkan penilaian autentik? Jika ada bagaimana bentuk pedomannya?

4. Apa saja masalah yang dihadapi guru dalam mengembangkan teknik penilaian autentik dalam menulis kurikulum 2013?
5. Bagaimana solusi guru dalam menghadapi penilaian autentik menulis?
6. sudah berapa lama SMA Assalam/ SMA AL-Firdaus/ SMA N 2 Sukoharjo K-13?
7. apakah sekolah sudah menerapkan aspek 5M dalam K13?
8. Apa saja jenis instrument penilaian dalam k13?
9. bagaimana instrument penilaian autentik?
10. sudahkah penilaian yang diterapkan autentik?

C. Guideline for Observation

1. Observing the physical environment of the school, the teachers, the students.
2. Observing the classroom activities during the assessment process in writing class at XI IA2 at SMA N 2 Sukoharjo and XI IPA and XI IPS at SMA Al Firdaus
3. Observing the role of the teacher, what the students do and the class situation during the assessment process.

D. Guideline for Content Analysis

1. Documents from School Administrator
 - a. The School Profile of SMA N 2Sukoharjo, and SMA Al Firdaus
 - b. The Curriculum Applied in SMA N 2 Sukoharjo and SMA Al firdaus
 - c. The time table
2. Documents from English Teachers
 - a. The Lesson Plan made by the teacher
 - b. The sample of the students' work
 - c. The report of students' outcomes in the odd semester

APPENDIX 2

Field Notes of Observation and Interview

Appendix 2: Interview

Field Note 2

Method of collecting data	: Interview
Day/date	: Friday, 26 August 2016
Time	: 13.00
Location	: Administration Office at SMA Al Firdaus
Data source	: Research Subject

Based on the interview, the researcher asked the school through Mr. A as head of representative curriculum gave answer about the background of the school that applied curriculum 2013. The following of the interview:

1. Bagaimana pendapat bapak tentang implementasi kurikulum 2013 khususnya dalam penilaian?

Sekolah menerapkan kurikulum 2013 sejak juli 2013. Sebenarnya sekolah telah menerapkan K13 sebelum kurikulum dikeluarkan oleh pemerintah. K13 berhubungan dengan aspek lain. Peraturan sekolah menerapkan K13 menggunakan tes tertulis dianggap sebagai aspek dari penilaian otentik Sekolah menerapkan penilaian otentik dalam bentuk tes tertulis untuk (GT) General Test, produk siswa dan presentasi.

2. Tes GT terdiri dari berapa soal pak?

GT General test dilakukan di pertengahan semester 1 dan 2. GT terdiri dari tes bahasa. Yang termasuk dalam rumpun bahaa antara lain: Bahasa Indonesia, Bahasa Iggris, Bahasa Perancis, dan PKN. Masing-masing mata pelajaran terdiri dari 6 sampai 7 pertanyaan. Jumlah semua soal ada 30. Soal dibuat oleh guru yang mengampu mata pelajaran.siswa diberi waktu mengerjakan selama 2 jam.

3. Apakah test tertulis termasuk penilaian otentik?

Tes tertulis lebih objektif dari pada mneggunakan pilihan ganda. Tes pilihan ganda keaslian jawaban siswa kurang otentik. Siswa bisa mendapatkan nilai bagus bisa saja diberi jawaban dari teman. Bukan dari

jawabannya sendiri. Selain itu, jika siswa memilih jawaban yang salah. Mereka tidak mendapatkan nilai. Tetapi berbeda jika siswa mengerjakan tes tertulis. Meskipun jawabannya salah, mereka tetap mendapatkan nilai dari gurunya.

4. Bagaimana untuk penilaian semester 1 dan 2 pak?

Untuk semester 1 dan 2, sekolah menerapkan produk siswa dan dilanjutkan presentasi. Sekolah memberi waktu selama 3 bulan setelah tes tertulis kepada siswa untuk membuat produk siswa. Siswa diberi tema semester 1 tentang “kepemimpinan (Taking the Lead)”. Siswa dibimbing oleh 2 guru dan 1 penguji. 1 guru membimbing isi penulisan karya ilmiah. Guru yang ditunjuk sesuai dengan mata pelajaran yang dituju. Misalkan kepemimpinan di lingkungan legislative. Bisa guru pembimbingnya dari mata pelajaran Pkn. Sedangkan 1 guru membimbing struktur penulisan karya ilmiah. Guru yang ditunjuk sebagai pembimbing 2 adalah guru yang mengampung mata pelajaran bahasa. Siswa meneliti disekitar sekolah atau tempat lain yang sesuai dengan objek penelitian. Siswa mencari sumber penelitian dari buku, jurnal, internet dengan mencantumkan sumber penulis.

5. Bagaimana prosedur presentasi siswa?

Setelah siswa menyelesaikan karya ilmiah. Siswa diminta mempresentasikan hasil penelitian dengan diberi waktu maksimal 1 jam untuk presentasi dan Tanya jawab. Siswa maju satu-satu di depan pembimbing dan penguji. Pelaksanaan presentasi dilakukan selama 1 hari dimana ada 9 ruangan digunakan sebagai presentasi siswa. Waktu presentasi siswa dijadwalkan dalam beberapa sesi. Presentasi dimulai dari jam 8 pagi sampai 3 sore.

Appendix 3: Field Notes

Field Note 3

Method of collecting data : Interview
Day/date : Wednesday, 31 August 2016
Time : 10.00
Location : teacher office at SMA N 2 Sukoharjo
Data source : Research Subject

Based on interview, the researcher asked the school through Mr. S as head of representative curriculum gave answer about the background of the school that applied curriculum 2013. The following of the interview:

1. Bagaimana pendapat bapak tentang implementasi kurikulum 2013 khususnya dalam penilaian?

Sekolah menerapkan K13 sejak pemerintah mencanangkan k13. Kurikulum 13 berhubungan dengan aspek lain. Siswa harus memiliki sikap religi dan sosial, perasaan, kreativitas dan kerja kelompok dengan kemampuan afektif dan psikomotor. Penerapan K13 menerapkan aspek sikap, keterampilan dan pengetahuan. Dalam proses pembelajaran, para siswa harus mampu menciptakan, mengevaluasi, menganalisis, menerapkan materi. Guru menggunakan pendekatan scientific dalam proses pembelajaran dan karakteristik yang sesuai dengan kompetensi siswa. Seperti sekolah dasar menerapkan tematik. Proses belajar difokuskan pada penemuan dan produk siswa.

2. Apa model tes yang digunakan di SMA N 2 Sukoharjo?

Di SMA N 2 Sukoharjo menerapkan penilaian otentik di pertengahan semester 1 dan 2 menggunakan tes tertulis. Siswa mengerjakan soal esai yang dibuat oleh guru yang megampu mata pelajaran tersebut. Dalam soal bahasa inggris ada 5 soal yang harus siswa jawab dalam esai. Soal esai lebih memudahkan guru dalam menilai dan tidak merugikan siswa dalam tes. karena guru akan memberi nilai kepada siswa meskipun jawabanya kurang lengkap. Sedangkan untuk semester 1 dan 2, soal dibuat oleh MGMP. Soal terdiri dari 50 soal pilihan ganda.

Appendix 4: Field Notes

Field Note 4

Method of collecting data	: Observation
Day/date	: Friday, 2 September 2016
Time	: 11.00
Location	: XI grade class in SMA Al Firdaus
Data source	: English Teacher

In first teaching learning process, the teacher opened the material by greeting, absent the students. After that, the teacher gave copy of the subject material and exercise for the students the form was assessment sheet. It was biography text. The teacher gave sample of writing. The teacher explained biography text such as: generic structure of the text, language feature and social function. The teacher gave exercises to make students understand the material. The students gave piece of paper to retell the Kartini's biography using own word.

The students did the task individually. The students gave 45 minutes to do that task. The teacher collected the students' task. Next meeting on Thursday, the teacher gave score for the student's task. The teacher gave comment for the student's task in orally and randomly. The teacher gave comment the students got good score and the students got bad score.

Appendix 5: Field Notes

Field Note 5

Method of collecting data	: Observation
Day/date	: Friday, 16 September 2016
Time	: 11.00
Location	: XI grade class in SMA Al Firdaus
Data source	: English Teacher

In second observation, the teacher opened the material by greeting, absent the students. After that, the teacher gave copy of the subject material and exercise for the students the form was assessment sheet. It was procedure text. The teacher gave apperceptions for the students, and then they are asked to response about definition of procedure text, social function, language feature and generic structure of the text. The students gave response the teacher's question. The teacher gave justification about the students' opinion with giving sample of procedure text. The teacher explained procedure text.

After explaining the material then the teacher asked the students to do the assessment sheet "procedure text". The students were asked to arrange jumble sentence into good procedure text. The students gave 30 minutes to finish the task.

After the students finishing the task, the teacher corrected the students work together. The teacher gave correct answer to the students. She asked the students to revise when they have wrong answer. The teacher did not give score for the students work. After teaching learning process, the teacher gave portfolio for students to make a free topic of procedure text. They search the procedure text from another resource; like internet. The teacher asked to submit the task next meeting.

The teacher collected the students' assignment in writing free procedure text suitable with its generic structure. The teacher asked them to submit the assignment in the next meeting. Since, she explained procedure text on Wednesday. So they submitted the homework task on Friday. The English lesson was carried out twice a week on Wednesday and Friday. Then, the teacher gave the score after correcting students work.

Appendix 6: Field Notes

Field Note 6

Method of collecting data	: Observation 2
Day/date	: Thursday, 28 September 2016
Time	: 14.00
Location	: XI grade class in SMA Al Firdaus
Data source	: English Teacher

In third observation, the teacher opened the material by greeting, absent the students. After that, the teacher gave copy of the subject material and exercise for the students the form was assessment sheet about the definition of personal letter, generic structure, and an example of personal letter. Each student got one copy of the materials. Then, she explained about the definition of personal letter. She stated that personal letter is type of letter. The examples of personal letter are: diary and autobiography. She also explained the generic structure of the text like: address, date, salutation, introductory paragraph, body paragraph and closing of the paragraph. Then, the teacher gave the sample of personal letter.

After explaining the material, the teacher gave the students exercise to fill in the blanks with the correct words provided in the table. The teacher gave 30 minutes for them to do personal letter task individually. After, the students finished doing the assignment; the teacher corrected it together with the students. Most of the students answered incorrectly; therefore she asked them to revise.

At the end of the meeting, the teacher gave homework. She asked them to write free personal letter which are suitable with generic structure of personal letter, such as; address, date, salutation, introductory paragraph, body paragraph and closing of the paragraph. She asked the students to submit the assignment on the next meeting. The assignment was given on Wednesday. So the assignment submitted on Friday.

Appendix 7: Field Notes

Field Note 7

Method of collecting data	: Observation
Day/date	: Thursday, 5 October 2016
Time	: 08.30
Location	: XI grade class in SMA N 2 Sukoharjo
Data source	: English Teacher

At beginning, the teacher opens the material by greeting, reciting basmalah and absent the students. After that, the teacher explained the material that was personal letter. The teacher explained the generic structure of the text clearly, like: address, date, salutation, introductory paragraph, body paragraph and closing of the paragraph, signing off and signature. The teacher takes the material from handbook of XI students.

From the sample of personal letter, the teacher asked the students to write free writing about personal letter. The students wrote the personal letter based on their experience and appropriate with the generic structure of the text. The students submitted the task in next meeting. The teacher checked the task every student. But, the teacher did not give the score for the students' task. In classroom task, the teacher asked the students to arrange the jumble sentences and phrases into a meaningful letter.

The students were asked to arrange the jumble sentences into a good personal letter. The students wrote good personal letter individually. The students finished to arrange the personal letter. The teacher corrected with the students. The teacher did not give score. The teacher did not have time more to correct all the students writing. The teacher corrects the student's writing randomly.

Appendix 8: Field Notes

Field Note 8

Method of collecting data	: Observation
Day/date	: Thursday, 12 October 2016
Time	: 08.30
Location	: XI grade class in SMA N 2 Sukoharjo
Data source	: English Teacher

At the beginning of the lesson, the teacher asked students to open the handbook. He explained about definition of brochure and banner. Then, he explained the example of brochure and banner based on handbook. Brochure is a kind of short functional text. It is used to inform readers about the product or service. Banner is a flag or other pieces of cloth bearing a symbol, logo, slogan or the message.

After explaining the material, the teacher asked students to write free brochure and banner. They could search from internet or other sources, like newspaper, and magazine. The brochures contained of advertising items mainly which used to introduce a company or organization and inform about products and services to people. The task should be submitted next meeting.

Appendix 9: Field Notes

Field Note 9

Method of collecting data	: Observation
Day/date	: Thursday, 19 October 2016
Time	: 08.30
Location	: XI grade class in SMA N 2 Sukoharjo
Data source	: English Teacher

At the beginning of the lesson, the teacher asked students to open handbook of X grade student about recount text. The teacher asked students' to retell their experiences in study tour in Bali or Yogyakarta. He explained the definition of the story/retelling text. Writing story/retelling text. It means complete experiment/ demonstrates use means someone who writes story is based on her/his experiences. The story/retelling text given to student is recount text. In the teaching learning process, the teacher did not give the sample of writing about recount text. The teacher remembered the students that the recount text told writer's experience which used past tense and the generic structure of the text used orientation (gave information about who, where, and when the events happen), events (the chronological events happen) and reorientation (the writer's feeling). Then he gave guiding questions to them it easier. The follow are the guiding question based the interview. The teacher said that students had to recount text based on their experience during excursion. Since, they were on grade XI. They did not excursion at the end of the semester. This activity is compulsory for students in grade XI to join it.

After the teacher explaining the guiding questions, he asked the students to write their own experience. The task submitted 1 week after they returned back from study tour. The teacher collected the task. The students submitted the task. The teacher did not give score for the student's task.

Appendix 10: Field Notes

Field Note 10

Method of collecting data : Interview
Day/date : Friday, 2 September 2016
Time : 12.30
Location : XI grade class in SMA Al Firdaus
Data source : English Teacher

The researcher met Mrs. N who is the English teacher of writing for class XI IPA and XI IPS. The interview was conducted when the teacher had free time in the Lecturer Office. The researcher used structured and unstructured questions. The research used the deep interview to gain the detail of information to answer the research questions. In this interview, the researcher asked the research subject about what types of authentic assessment used in writing class in SMA Al Firdaus, the ways the teacher assess the students writing,, and the difficulties in applying authentic assessment in writing.

Formulation of the problems as follows:

1. Bagaimana cara guru menilai pekerjaan siswa?

Aspek menulis yang saya nilai antara lain: ejaan, tata bahasa, isi, koherensi, dan kerapian tulisan. Saya juga menggunakan rubric untuk menilai tulisan pekerjaan siswa. Berikut panduan menilai tulisan siswa:

No	Aspect to score	Score maximum	Score
1	Spelling and grammar	5	5
2	Punctuation	5	5
3	Content coherence	5	5
4	Handwriting tidiness	5	5
	Total	20	20
Final score			20 x 5 = 100

Berikut rubric skor yang digunakan guru dalam menilai tulisan siswa

Organization

Score	Description
2	The writing work consists of at least 4 paragraphs, namely: issue, argument pros, argument cons, and conclusion
1	The writing work consists of 3 paragraphs, namely: issue, argument pro, argument cont.
0	The writing work only consists of only one or two paragraphs

Vocabulary

Score	Description
4	Minor errors in using the words and expressions learned
3	A few in using the words and expressions learned
2	Many errors in using the words and expressions learned
1	Countless errors in using the words and expressions learned

Grammar

Score	Description
3	Minor errors in using the grammar learned
2	A few errors in using the grammar learned
1	Many errors in using the grammar learned

Relevance

Score	Description
1	The writing is relevant to the task
0	The writing is completely irrelevant to the task

Maximum score:

Components	Mark
Organization	2
Vocabulary	4
Grammar	3
Relevance	1
Total	$10 \times 2 = 20 : 5 = 4$

Very Good	4	fair	2
Good	3	poor	1

2. Masalah apa yang dihadapi guru dalam menilai tulisan siswa?

- a. Masalah yang dihadapi guru dalam menilai tulisan siswa antara lain:
 - a. siswa memiliki keterbatasan kosa kata. Terkadang siswa menulis kosa kata yang tidak sesuai dengan teks bacaan. Sehingga membuat guru bingung maksud dari tulisan siswa.
 - b. Siswa memiliki keterbatasan menulis sesuai dengan tata bahasa yang benar

3. Solusi apa yang guru berikan untuk tugas menulis siswa?

- a. Siswa diminta membawa kamus atau alfalink untuk memudahkan siswa jika tidak tahu artinya.
- b. Siswa diberi panduan pertanyaan untuk mengembangkan kalimat menjadi sebuah paragraph yang padu.

Appendix 11: Field Notes

Field Note 11

Method of collecting data	: Interview
Day/date	: Friday, 5 October 2016
Time	: 12.30
Location	: XI grade class in SMA N 2 Sukoharjo
Data source	: English Teacher

The researcher met Mr. H who is the English teacher of writing for class XI IPA and XI IPS. The interview was conducted when the teacher had free time in the Lecturer Office. The researcher used structured and unstructured questions. The research used the deep interview to gain the detail of information to answer the research questions. In this interview, the researcher asked the research subject about what types of authentic assessment used in writing class in SMA N 2 Sukoharjo, the ways the teacher assess the students writing,, and the difficulties in applying authentic assessment in writing.

Formulation of the problems as follows:

1. Bagaimana cara guru menilai pekerjaan siswa?

Aspek menulis yang saya nilai antara lain: tata bahasa, mengorganisasi ide, pemilihan kata, dan tanda baca. Saya tidak menggunakan rubric dalam menilai tulisan siswa. Berikut panduan menilai tulisan siswa:

Aspect	Score
--------	-------

Structure	
-----------	--

Idea organization	
-------------------	--

Word choice	
-------------	--

Mechanic/punctuation	
----------------------	--

2. Masalah apa yang dihadapi guru dalam menilai tulisan siswa?

Masalah yang biasanya dihadapi guru dalam tulisan siswa antara lain:

- a. Seperti halnya siswa diberi tugas menulis pengalaman liburan ke bali atau Yogyakarta. Terkadang mereka bingung menentukan pilihan kata yang sesuai dengan konteks bawaan.
 - b. Siswa tidak dapat mengembangkan paragraph. Mereka merasa kesulitan untuk mengembangkan paragraph ketika saya meminta siswa untuk menulis bebas tanpa memberi panduan pertanyaan.
3. Solusi apa yang guru berikan untuk tugas menulis siswa?
- a. Saya memberi latihan kepada siswa untuk mengubah kata menjadi kalimat dan mengubah kalimat menjadi paragraf yang padu.
 - b. Siswa dapat diberikan “close procedure”. Siswa dapat memilih jawaban yang benar dari kotak dengan mengisi titik titik kosong.

APPENDIX 3

Instrument to guide the observation

Appendix 12: Instrument to guide the observation

No	Description	Checklist	
		ada	Tidak ada
1	Guru memberi salam dan menyapa siswa		
2	Guru mereview materi pertemuan sebelumnya		
3	Guru menyampaikan tujuan pembelajaran		
4	Guru menjelaskan materi sebelum siswa menulis		
5	guru memberikan contoh sebelum siswa menulis		
6	guru memberikan langkah-langkah menulis kepada siswa		
7	Guru meminta siswa menjawab pertanyaan sebelum menulis		
8	Guru meminta siswa membuat daftar ide pokok sebelum menulis		
9	Guru meminta siswa menulis bebas		
10	Siswa menulis sesuai dengan struktur grammatical		
11	Guru memberi komentar tulisan siswa		
12	guru memberikan perbaikan (revisi) tugas siswa		
13	Siswa mengerjakan tugas menulis secara individu		
14	Siswa mengerjakan tugas menulis secara berkelompok		
15	Guru mengoreksi tugas siswa di kelas		
16	Guru meminta siswa mempresentasikan tugas menulis		

17	guru memberi tugas di kelas		
18	guru melakukan penilaian dikelas		
19	Guru menilai tulisanya siswa sesuai aspek menulis		
20	Guru menerapkan aspek penilaian disetiap pembelajaran		
21	guru memberi tugas rumah		
22	Guru menutup pembelajaran dengan salam		

APPENDIX 4

Student's Homework in Writing

Appendix 13: Student's Homework in Writing

Data 01/04/WS/BIOTEXT/XI IPS/SMA AL FIRDAUS.

Raden Ajeng Kartini was born on 21 April 1879 in the town of Jepara, central java. Kartini wrote letters to ovink-soer and her outch schoolmates, protesting the gender inequality of javanese traditions such as forced marriages at a young age, which denied women the freedom to pursue an education.

On November 8, 1903, she wed the regent of Rembang his name is raden adipati joyodiningrat. Joyodiningrat was 26 years older than kartini.

Kartini soon set about planning to start her own school for javanese girls, with help from the dutch government, in 1903

On September 17, 1904, at the age of 25, kartini died in the regency of rembang, java. Seven years after her death, one of her correspondents, jacques H. Abendonan, published a collection of kartini's letters. Kartini day is still celebrated annually on kartini's birthday.

In data number Data 01/04/WS/LFT/CT/BIOTEXT/XI IPS/SMA AL FIRDAUS In this data, the student wrote biography text based on the scenario. The biography text produced by the students hasmostly fulfilled all criteria of a good biography text. Biography text commonly has the following criteria; name, place and date birth, education, religion, family, career, nationality, achievement, profession, and passed away.In the biography text above the student wrote short biography complete. The student wrote the biography text suitable with chronological order.

In data number Data 01/02/WS/LFT/CT/BIOTEXT/XI IPS/SMA AL FIRDAUS In this data, the student did not write biography text based on the scenario. The biography text by the students have not mostly fulfilled all criteria of a good biography text. Written biography text commonly has the following criteria; name, place and date birth, education, religion,

family, career, nationality, achievement, profession, and passed away. In the biography text above the student wrote short biography uncomplete. She missed two important things, which were with whom she married, and kartini's achievement.

Data 03/02/HT/ProcedureText/SMAAlFirdaus

how to make fruit ice

materials:

- mango -avocado
- sugar water - milk
- ice - apple
- strawberries - wine
- jackfruit

steps :

1. first, cut the fruit dice
2. then, scratching the flesh of a melon
3. then, boil sugar with water until cooked for about 30 minutes
4. next, put in serving glassess that have been cut round pieces or dice
- 5 then, to paste four the sugar water, put ice cubes and put milk on ice fruit
6. last, put the decorations on the glass with a piece of strawberry on it.

In this data 03/02/HT/ProcedureText/SMAAlFirdaus, the student wrote the procedure task based on the generic structure of the text. There were: title and goal to be one, ingredients, and steps.

data 02 /HW/PersonalLetter

Jl. Kamboja, 16 Semarang

2030

dear nisa

december, 26 2018

how my companion, how are you there? I trust you are great. I miss you on the grounds that we have not met in quite a while. do you miss me as well? on the off chance that you are out of town, I trust you can visit lampung. I'm certain you will love it in light of the fact that it is on excellent city. I will take you to the most delightful places in Indonesia.

I realize that you cherish surfing and I have such a variety of mystery spots for you to surf. So, I prescribe you to visit here a few weeks. I deally we can meet soo, my closest compnion

your companion

icha

data 0 / HW/PersonalLetter

dear zaki

i'm so excited about your visit. there are a lot of different fun things to do here. we can go watch a movie, bowling our go snowmobiling. we can also visit my friend in jogja.

these are the directions, then you will see at eleven on your right turn left go to the fourth light, my house is on the right

see you in four weeks

M.Fauzan

Data 0 /HW/Recount Text

Visited Bali

Last week, students of the second year in SMA N 2 Sukoharjo went to Bali Island. We went there by bus, the name of bus is Subur

Jaya. There were 6 buses. Before we went there, we were pray together. After that we entered in the bus. We left about 8 a.m in Tuesday, nov 1st 2016. I was in bus number 3. In the bus, there were 3 teachers, 45 students from XI A1 and XI A2, 1 driver and 1 CO-driver. We started our trip with sang together. After 4 hours, we took a rest in caruban. We lunch and praying dhuhur in there. The menu was soup, noodle, fried chicken and a glass of tea. In the second restaurant we had dinner in Surya Restaurant with the same menu.

We arrived in Ketapang at 00.25 am. After several hour we arrived in gilimanuk. In the first day, we went to Sanur Beach. Because we were late we didn't see sunrise. Next, we went to puspa indah hotel to check in took a bath, and had breakfast. After that, we went to Kuta beach. In there I and my friends took a picture foreign tourist from Philippines. From beach we went to Joger by suttle. After several mutes we arrived in Joger. In there, we shopped many shin souvenir, sandal, etc. Next, we went to pandawa beach the third beach in the first day in Bali. During we went there, we could see high side.

we continued our trp to braja Sandi museum. It is place to commemorate struggle of Balinese. In this place we could see scenery from highest place. After an hour, we went to Umadewi to saw kecak dance. We also saw sanghyang dedari dance and sanghyang jara dance. After the dance was fineshed, the visitors ran in the stage and took picture with dancers. The last place in the first day was karang kurnia, the place to bought souvenir, sirt, **ate** etc.

In the second day, the first place was tampak siring. Before we entered it we gathered to **listened** the regulation on group one guide. Tampak Siring has 4 public building, 1 kitchen, 1 stage, etc. Tampak siring has 4 public building, to **bought** special food in Bali, that was milk pie. second day was sukowasti market. My guide, said that the price in Sukowati was expensive so we had to bargained if you want something. After finished, we comeback in the hotel.

in the last day, first we went to bedugul lake. Bedugul lake was about 120 minutes by bus from hotel. I like the view, very beautiful. If you want to visit it you must wear your jacket. In there, you can ride speed boat. We also took picture with our friends. After that, we went to Balai Pantai. It is located in Buleleng. The width was 2,9 hectare. We studied about beach, erosion, abrasion, wave. After several hours, finally we closed our trip and came back to school. In Saturday, at 8 a.m we arrived in SMA N 2 Sukoharjo.

Data 01/02/WS/BIOTEXT/XI IPS/SMA AL FIRDAUS

Kartini is heroic. She created the first Indonesian primary school for native girls with no discrimination. Kartini had recently been offered a scholarship to study abroad, and the marriage dashed her hopes of accepting it.

Kartini, the ideal education for a young woman encouraged empowered and enlightenment. Kartini's birthday was Kartini's day, 21 April 1879. Her father is Sosroningrat, his house is used for school. Her mother is Ngasirah. Her place of death is at Rembang since 17 September 1904.

By Bevan Raititia M (XI IPS)

Data 01/03/WS/BIOTEXT/XI IPS/SMA AL FIRDAUS

Struggling to adapt to isolation, Kartini wrote letters to her Dutch friends and her Dutch schoolmates, protesting the gender inequality, which denied women the freedom to pursue an education. Ironically, in her eagerness to escape isolation, Kartini wed the regent of Rembang, Raden Adipati Joyodiningrat. Kartini had recently been offered a scholarship to study abroad, according to Javanese tradition, at 24 she was too old to expect to marry well, intent on spreading her feminist message, with her husband's approval. Kartini planned to start her own school for native girls, with her help from Dutch government. In 1903 she opened the first Indonesian primary school, not discriminate on the basis of their social status. The

school was set up to western-based curriculum. She also promoted their lifelong pursuit of education. On september 17, 1904, at the age of 25, kartini died in regency of rembang, seven years after her death, one of her correspondents, jacques H. abendanon, published a collection of kartini's letter entitled "from the darkness to the light:thought about and on behalf of the javanese people." In indonesia, kartini day is still celebrate annually on kartini's birthday. By M.Fauzan (XI IPA)

Data 01/01/WS/LFT/BIO/CT/XI IPS/SMA AL FIRDAUS

Kartini **is** a hero from Indonesia. She is a brave **women**. Her father **is** sosroningrat. And her mother is ngasirah. She **is** was born in Jepara 21st April 1879. Protesting the gender inequality of Javanese traditions.Kartini was quick to accept a marriage proposal arranged by her father. On November 8, 1903, she **wed** the regent of rembang, raden adipati joyodiningrat. Kartini **was died** on 17th September 1904 in regent of rembang. And she will be remembered forever.

I LOVE YOU KARTINI

By adam gifari

Data 0 /HW/ProcedureText/SMA ALFirdaus

how to make fruit ice

materials:

- mango -avocado
- sugar water - milk
- ice - apple
- strawberries - wine
- jackfruit

steps :

1. first, cut the fruit dice
2. then, scratching the flesh of a melon
3. then, boil sugar with water until cooked for about 30 minutes
4. next, put in serving glassess that have been cut round pieces or dice

5 then, to paste four the sugar water, put ice cubes and put milk on ice fruit
6. last, put the decorations on the glass with a piece of strawberry on it.

data 0 /HW/PersonalLetter

Jl. Kamboja, 16 Semarang

2030

dear nisa

december, 26 2018

how my companion, how are you there? I trust you are great. I miss you on the grounds that we have not met in quite a while. do you miss me as well? on the off chance that you are out of town, I trust you can visit lampung. I'm certain you will love it in light of the fact that it is on excellent city. I will take you to the most delightful places in Indonesia.

I realize that you cherish surfing and I have such a variety of mystery spots for you to surf. So, I prescribe you to visit here a few weeks. I deally we can meet soo, my closest compnion
your companion

icha

data 0 / HW/PersonalLetter

dear zaki

i'm so excited about your visit. there are a lot of different fun things to do here. we can go watch a movie, bowling our go snowmobiling. we can also visit my friend in jogja.

these are the directions, then you will see at eleven on your right turn left go to the fourth light, my house is on the right

see you in four weeks

The following of writing sample of biography text

Ki Hajar Dewantoro

(Raden Mas Suwardi Suryaningrat)

The development of good character should be the heart and soul of education, and should dominate the spirit of teaching. This was the philosophy of the “Father of Education” in Indonesia, Ki Hajar Dewantara. The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.

Education, by definitions, means guiding student lives in a strong foundation of good character, so that they would be civilized humans of highest moral fibre, thus laying the foundation of a great nation without distinction of religion, ethnicity, customs, economic and social status.

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for rights of Indonesians during Dutch and Japanese colonial eras (www.tokoindonesia.com).

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but due to health reasons he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of Budi Utomo and the Indiesche party, which were both important in the early development of the pergerakan, the “movement” that grew up with a nascent Indonesian national political consciousness (www.indonotes.wordpress.com)

He was exiled between 1913 and 1919 following the publication of two of his articles; “Ais i keens Nederlander” (“If I was a Dutchman”) and “Een voor allen en allen voor een.” (One for all and for one). He used his

time in exile to learn more about education and obtained a Europeesche certificate (www.tokoindonesia.com).

Following his return, he focused more on cultural and educational efforts paving way to develop educational concepts in Indonesia, He believed that education is very important and the most important means of freeing Indonesian from cluthes of colonization. He played a leading role in establishing institut Onderwijis Taman Siswa in 1992, an institute that was established to educate native Indonesian during colonial times. The school was based on these principles:

- a. Ing Ngarsa Sung Tuladha (the one in front set example)
- b. Ing Madya Mangun (the one in the middle builds the spirit and encouragement).
- c. Tut Wuri Handayani (the one at the back gives support)
(indonotes.wordpress.com)

As Ki Hajar believed that character was not merely a theoretical concept, but practical and living concept, he embodied his vision in his school, Taman Siswa. The central goals of Taman Siswa emphasized character building, including traits such as patriotism and love for the nation, and a sense of national identity. His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character. He continued writing but his writings took a turn from politics to education. These writings later laid foundation of Indonesian education. Froebel, Montessori and Tagore influenced his Tangore,s Shantiniketan (asirahayudamai.wordpress.com)

After Independence, he was given the office of Minister of Education and Culture. For his efforts in pioneering education for the masses, he was officically declared father of Indonesia Education and his birthday is celebrated as National Education Day. His portrait was on 20,000 rupiah note till 2002. He was officially confirmed as a National Hero of

Indonesia by the 2nd President of Indonesia on 28th November 1959
(Tokoinonesia.com)

Ki Hajar Dewantara passed away on 26th April 1952 at the age of 69 years. His wife donated all Ki Hajar's belongs to Dewantara Kirti Griya Museum, Yogyakarta. He was a great man who spent his whole life serving his people and country.

The following classroom task that is given by teacher to students

Data 01/CT/Biotext

Feminist

Struggling to adapt to isolation, kartini wrote letters to ovink-soer and her dutch schoolmates, protesting the gender inequality, which denied women the freedom to pursue an education.

Ironically, in her eagerness to escape her isolation, kartika was quick to accept a marriage proposal arranged by her father. On November 8, 1903, she wed the regent of Rembang, Raden Adipati Joyodiningrat. Kartini had recently been offered a scholarship to study abroad, and marriage dashed her hopes of accepting it. According to Javanese tradition, at 24 she was too old to expect to marry well.

Intent on spreading her feminist message, with her new husband's approval, Kartini soon set about planning to start her own school for Javanese girls. With her help from dutch government, in 1903 she opened the first indonesian primary school for native girls that did not discriminate on the basis of their social status. The school was set up inside her father's home, and taught girls a progressive, Western-based curriculum. To Kartini, the ideal education for a young woman encouraged empowerment and enlightenment. She also promoted their lifelong pursuit of education. To that end, Kartini regularly corresponded with feminist Stella Zeelandelaar as well as numerous Dutch officials with the authority to further the cause of

Havanese women's emancipation from oppressive laws and traditions. Her letters also expressed her Javanese nationalist sentiments.

Death and Legacy

On september 17, 1904, at the age of 25, kartini died in regency of rembang, seven years after her death, one of her correspondents, jacques H. abendanon, published a collection of kartini's letter entitled "from the darkness to the light:thought about and on behalf of the javanese people." In indonesia, kartini day is still celebrate annually on kartini's birthday.

APPENDIX 5

Semester Test Question

Appendix 14: Semester Test Question

**PEMERINTAH KABUPATEN SUKOHARJO
DINAS PENDIDIKAN
SMA NEGERI 2 SUKOHARJO**

**ULANGAN AKHIR SEMESTER (UAS) GASAL
TAHUN PELAJARAN 2016/2017**

LEMBAR SOAL

Mata Pelajaran : BAHASA DAN SASTRA INGGRIS
(Lintas Minat)
Kelas/Program : XI / MIPA
Hari, Tanggal : Senin , 4 Desember 2016
Waktu : 09.30 – 11.00 WIB (90 MENIT)

Choose the best answer by crossing A,B,C,D or E .

Dialogue 1 is for no.1 to 2

1. Julio : Do you like watching “Rising Star”?
Mutiar : I do. I never miss this reality show. I think it is the best reality show and it has fascinated fans around the nation.
Julio : I think so. No one can deny that “Rising Star” is one of the best talent search shows. I believe it will become one of the most popular shows in the history of Indonesian broadcasting. What’s your view?
Mutiar : I think this reality show has not fully succeeded in reaching its main goal.

What communicative expressions are mainly used in the dialogue?

- A. Asking and giving opinion about “Rising Star”.
B. Discussing about “Rising Star”.
C. Describing about “Rising Star”.
D. Argumenting about “Rising Star”.
E. Preferring about “Rising Star”.
2. No one can deny that “Rising Star” is one of the best talent search shows. The following words can replace the underlined word, EXCEPT
- A. Reject
B. Refuse
C. Decline
D. Accept
E. Disagree

The dialogue is for no. 3

Anto : What do you think about Indonesia?

Arni : I think Indonesia has rich natural resources and many good human ones.
Anto : I feel so.

3. Based on the dialogue above we can conclude that

- A. Anto agrees Ani
- B. Anto refuses Ani
- C. Anto denies Ani.
- D. Anto disagrees Ani
- E. Anto has different opinion

The dialogue is for no. 4 to 5

Student : Mr. Wilson, what do you recommend regarding my chemistry class? Should I
drop it or continue with it?

Mr. Wilson : I think it would be a good idea to talk with your instructor. Try talking with her

about your problems, and see what she suggests.

Student : What if she says I should continue the class?

Mr. Wilson : Then my recommendation is that you follow her advice. She doesn't want to fail
you.

Student : Okey, I'll see my instructor tomorrow. Thanks, Mr. Wilson.

Mr. Wilson : You're welcome. Have a nice day.

4. From the dialogue above, we can conclude that

- A. The student asks Mr. Wilson's suggestion
- B. The student suggests Mr. Wilson
- C. Mr. Wilson asks the student's suggestion
- D. Mr. Wilson ask the instructor's suggestion
- E. The instructor asks Mr. Wilson's suggestion

5. What if she says I **should** continue the class?

The underlined word above can be replaced with the word

- A. Had better
- B. Have to
- C. Would
- D. Could
- E. Must

The dialogue is for no 6

Tami : Hi Clàudia, You look worried. What's the matter?

Aufa : Er.. it's nothing.

Tami : Is it the exam tomorrow? You ... worry. You'll pass easily.

Aufa : I know.

Tami : Come on, tell me. What are you worried about?

Aufa : OK. It's mark.

6. What is the suitable modal to fill in the blanks?

- A. Won't
- B. Can't
- C. Mustn't

- D. May not
- E. Shouldn't

The dialogue is for no 7 to 8

Woman : Hello. The Garuda Hotel.
 Man : Hello, this is Santiago Uno. Have you got rooms for a family of four for tomorrow night, please?
 Woman : We have two twins rooms. Is that all right?
 Man : Yes, that's fine. How much is bed without breakfast, please?
 Woman : Seven hundred rupiahs per person per night.
 Man : Good. I'll take that room.
 Woman : could you spell your name please?
 Man : Santiago Uno.
 Woman : Could you repeat that, please?
 Man : S-A-N-T-I-A-G-O U-N-O
 Woman : Thank you for your choice to stay in The Garuda Hotel.
 Man : You're welcome.

7. What is the social function for the man in calling the woman in the dialogue?
- A. The man books the rooms
 - B. The man confirms to stay in the hotel
 - C. The man cancels ordering the rooms
 - D. The man puts off ordering the rooms.
 - E. The man asks the information the rooms
8. The following statements are TRUE according to the dialogue above, EXCEPT
- A. The woman is a receptionist
 - B. The man is a customer
 - C. The man would like to stay in the hotel.
 - D. The man booked the room for him self
 - E. The man booked the rooms for other people.

Text for no.9 to 12

THE ELEPHANT	
0208 422 5323	0208 422 1853
North indian – Punjabi Cuisine	
Sunday Buffet	
1 – 4 pm.	
£ 8.95	Adults
£ 4.50	Kids up to 10 years
EAT AS MUCH AS YOU LIKE!	

9. What is the social function of the text above?
- A. To inform about The Elephant
 - B. To promote the Punjabi cuisine
 - C. To announce the Punjabi Cuisine
 - D. To describe about the Punjabi Cuisine

- E. To persuade the customers to buy the Punjabi Cuisine
10. What is the type of the short functional text?
- Leaflet
 - Brochure.
 - Banner
 - Pamphlet
 - Manual
11. The following statements are RIGHT based on the text above, EXCEPT
- The Elephant only opens for three hours in the evening.
 - The price for adults and kids are the same.
 - Customers can eat as much as they like with the price.
 - The teenagers can pay £ 4.50 to eat as much as they like each.
 - The word “much” means “a lot”
12. The word “kids” has the nearest meaning to
- Pupils
 - Pals
 - Mates
 - Infants
 - Children

Text for no.13 to 16

LILI MASOEM

YEAR AND SPECIAL

30 % OFF

ONLY FRAME & SUNGLASSES

MALL CIPUTRA

1 st Floor No. 18 (024) 841577

13. What is LILI MASOEM?
- Mall Ciputra owner
 - A woman selling frames
 - Someone buying sunglasses A woman selling a glass
 - An optic shop name
14. If you buy a frame you will pay
- Less 30 percent from the fixed price
 - More 30 percent from the fixed price
 - 80 percent from the fixed price
 - The fixed price
 - One get two.
15. Suppose you buy a pair of sunglasses with the price Rp. 250.000 at LILI MASOEM, How much should you pay for it?

- A. Rp. 275.000
- B. Rp. 250.000
- C. Rp. 175.000
- D. Rp. 75.000
- E. Rp. 30.000

16. What is the social function of the text above?

- A. To offer the optic products
- B. To inform the optic products
- C. To promote the optic products
- D. To describe the optic products
- E. To announce the optic products

The text is for no. 17 to 20

Don't Miss This

Yard Sale!

Saturday, 4th December 9 am – 2 pm

4321 Spring Street Berryville

Baby items, household items, clothes, furniture, pet items, lamps, linens, tableware, video games, electronics, pots, pans, dishes, shoes, costume jewelry, scarves, men's suits, books, CDs and much much more!

Absolutely No Early Birds!

Rain or Shine.

17. What is the text above about?

- A. A leaflet
- B. A pamphlet
- C. A brochure
- D. An announcement
- E. A banner

18. What is the purpose of writing the text?

- A. To inform about Yard Sale
- B. To promote about Yard Sale
- C. To describe about Yard Sale
- D. To persuade to come for yard Sale

- E. To explain about Yard Sale
19. How long will the event be held?
- A. For a day
 - B. For a week
 - C. For four days
 - D. For five hours
 - E. For every Saturday
20. We can get the following items in the Yard Sale, EXCEPT
- A. Tyres
 - B. Earrings
 - C. Sport shoes
 - D. A set of Sofa
 - E. Rinse powder
21. Man : What do you need now?
 Woman : What I need is
- What is the suitable noun phrase to complete the blanks?
- A. a new large luxurious Javanese wooden house.
 - B. a large new luxurious Javanese wooden house.
 - C. a luxurious new large Javanese wooden house.
 - D. a luxurious new large wooden Javanese house.
 - E. a luxurious large Javanese wooden new house.
22. Man : I have a friend from Australia. She is a girl.
 Woman ; What is the girl like?
 Man : She is such
- A. A pretty young Australian girl
 - B. A young Australian pretty girl
 - C. A young pretty girl Australian
 - D. A pretty Australian girl young
 - E. A young pretty Australian girl

The text is for no 23 to 26.

The fox is a clever mammal that has large ears and a long, bushy tail. It lives in many different habitats, including forests, deserts, scrub, plains, grassland, and Arctic snow. Many live in the area where forests meet farms. Foxes are found in Europe, Asia, Africa, Australia, and North and South America. A fox can live up to 13 years in captivity. Predators of the fox include the wolf and man. Foxes will double back on their own tracks in order to confuse their enemies.

A male fox is called a renyard, the female is called a vixen, and the baby is called a kit. A group of foxes is called a skulk or leash.

Foxes range from 14 to 39 inches (36 to 99 cm) long with a tail 7 to 20 inches (18 to 51 cm) long. The long, bushy tail, sometimes called a sweep, helps the fox change direction quickly and keeps the fox's feet and nose warm when it curls up to sleep. Foxes have sharp curved claws, sharp teeth, and thick insulating fur.

23. What does the text mainly talk about?
- A. Foxes' predators

- B. Clever mammal
 - C. Wild animal
 - D. Wolf
 - E. Fox
24. The fox is a clever mammal that large ears and a long **bushy** tail.
The underlined word means
- A. Funny
 - B. Wavy
 - C. Big
 - D. Fancy
 - E. Hairy
25. What is the main idea of the third paragraph?
- A. The length of the foxes
 - B. The weight of the foxes
 - C. The physical foxes
 - D. The shape of foxes
 - E. The characteristic foxes
26. The long, bushy tail, sometimes called a sweep, **helps** the fox change direction quickly and keeps the fox's feet and nose warm when it curls up to sleep.
The underlined word has the nearest meaning to
- A. Avoids
 - B. Assists
 - C. Ignores
 - D. Supports
 - E. Encourages

The text is for no 27 to 30.

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian Island of Tasmania and also in New Guinea. Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and a tail. These are used for sitting up and jumping.

Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour. The largest kangaroos are the Great Grey Kangaroo and the Red Kangaroo. Adults grow to a length of 1.60 meters and weigh over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

27. What does the text tell about?

- A. Marsupials
 - B. Kangaroos
 - C. Wallabies
 - D. Animals
 - E. Adults
28. Where are the kangaroos originated from?
- A. Tasmania island
 - B. North Australia
 - C. West Australia
 - D. New Guinea
 - E. Australia
29. These are used for sitting up and jumping.(Par.1)
The underlined word refers to the word
- A. Kangaroos
 - B. Lullabies
 - C. Plants
 - D. Front legs
 - E. Back legs
30. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.
The word “ tiny” can be replaced by the word
- A. Big
 - B. Cute
 - C. Nice
 - D. Little
 - E. funny

The text is for no 31 to 34

Igloos or snow-houses are shelters constructed from blocks of snow, generally in the form of a dome. Although igloos are usually associated with all Inuit, they were predominantly constructed by people of Canada’s Central Arctic and Greenland’s Thule area. Inuit people tended to use snow to insulate their houses. The temperature outside may be as low as -45°C but on the inside the temperature may range from -7°C to 16°C when warmed by body heat alone.

There were three traditional types of igloos. The smallest one was constructed as a temporary shelter, usually used for one or two nights. These were built and used during hunting trips, often on open sea ice. Next in size was the semi-permanent, intermediate sized for family dwelling. This is a single room dwelling that housed one or two families. The largest of the igloos is normally built in groups of two. These might have had up to five rooms and housed up to 20 people. A large igloo might have been constructed from several igloos attached by tunnels, giving common access to the outside. These were used to hold community feasts and traditional dances.

31. What is mainly discussed in the text?
- A. Canadian traditional houses.

- B. Traditional types of igloo.
 - C. Non existence building.
 - D. Specification of igloos.
 - E. The life of the Inuit.
32. “This is a single dwelling room that housed one or two families.” (Paragraph 2)
The underlines word refers to ...
- B. traditional igloo
 - C. the largest igloo
 - D. the smallest igloo
 - E. temporary shelters
 - F. the semi permanent igloo
33. How many types of igloos mentioned in the text?
- B. 1
 - C. 2
 - D. 3
 - E. 4
 - F. 5
34. Which kind of igloos is used hunting trips?
- A. The small one
 - B. The large one
 - C. The medium one
 - D. The traditional one
 - E. The semi permanent one

The text is for no 35 to 38.

Democracy is a form of government. The word democracy means rule by the people. Abraham Lincoln ...(35) such self-government of the people, by the people, for the people.

The citizens of a democracy take part in government either directly or indirectly. In a direct, or ...(36), democracy, the people meet in one place to make the laws for their community.

Most modern democracy is representative democracy. In large communities-cities, states, provinces, or countries-it is impossible for all the people to meet as a group. Instead, they elect certain number of their fellow citizens to represent them in making decisions about laws and other matters that affect the people. An assembly of representatives may be called a council, a legislature, a parliament, or a congress. Government by the people through their ...(37) elected representatives is sometimes called republican government.

The democratic way of live recognizes the equality and dignity of all persons regardless of race, religion, sex, or socio standing. It holds that everyone is equal in court trials and other legal matters. It provides freedom of speech, freedom of the press, and freedom of religion.

Almost all government claim to be democratic, ...(38) many are actually totalitarian. Totalitarian governments have almost complete control over lives of the people.

- 35.A. Illustrated
B. Explained
C. Described
D. Discussed
E. Demonstrated

36. A. Pure
B. Holy
C. Clean
D. Clear
E. White

- 37.A. Freely
B. Independently
C. Openly
D. Closely
E. Transparently

- 38.A. But
B. Though
C. And
D. Where
E. If

39. Boy : Have you finished doing the assignment?
Girl : I ... doing it before you came.

The suitable verb form to fill in the blank is

- A. finish
B. finished
C. have finished
D. had finished
E. will have finished

40. Man : When were you famous in the entertaining world?
Woman : I ... famous before I was 10.

What is the suitable word to fill the blanks?

- A. am
B. was
C. will be
D. had been
E. have been

41. Boy : When ... the semester test?

Girl : By the second week of December 2016?

- A. Do you finish
B. Will you finish
C. Did you finish
D. Have you finished
E. Will you have finished

42. Uncle : When ... a university student, honey?

Girl : By August 2018, uncle.

- A. Are you

- B. Were you
 - C. Will you be
 - D. Have you been
 - E. Will you have been
43. Boy : How long ... for me?
 Girl : For almost 20 minutes.
- A. Have you been waiting
 - B. Have you waited
 - C. Had you waited
 - D. Did you Wait
 - E. Do you Wait
44. Man : How long ... in the house?
 Woman : Since 2010.
- A. Did you stay
 - B. Are you staying
 - C. Had you been staying
 - D. Have you been stayed
 - E. Have you been staying

The text is for no 45 to 46

Do you know that Taylor Swift was born on 13 December 1989, in Wyomissing, Pennsylvania? Singer-songwriter Taylor Swift is one of country music's top recording artists, having crossed over into pop and winning many awards including several Grammy Awards. She also modeled for Cover Girl. Taylor Swift started crafting song at age 5, and at age 16, released her debut album. Hits like "Love Story" and "You Belong With Me" appealed to country and pop fans like and helped fuel the multiplatinum success of her album, with Fearless the 2009 top-seller.

45. The following statements are TRUE according to the text above, EXCEPT
- A. Taylor is a singer.
 - B. Taylor is a musician.
 - C. Taylor is a composer.
 - D. Taylor is a Pennsylvanian.
 - E. Taylor is a Cover Girl model.
46. Taylor Swift started crafting song at age 5, and at age 16, released her debut album. The underlined word has the closest meaning to
- A. Launched
 - B. Threw
 - C. Sold
 - D. Bought
 - E. Sent

The text is for no 47

Adam Malik was Indonesia's third vice president and one of the pioneers of Indonesian journalism. He also served as a senior diplomat and played an important role in the events leading up to Indonesia's Declaration of Independence and the formation of Association of Southeast Asian Nations (ASEAN). Born into

a Muslim family on the west coast of Sumatra, his formal education was short-lived as he became a revolutionary at the age of 17. After being imprisoned for a brief period for his rebellious activities, he went to Jakarta where he founded a press service for the insurgent movement. Later, he joined the politics, becoming a member of Indonesia's provisional Parliament during the war against the Dutch and went on to serve in the House of Representatives as a member of Murba Party. After becoming a journalist and a politician, he then took up the duties of a diplomat and was appointed an ambassador to the Soviet Union and Poland. Subsequently, he became the Foreign Minister of the country, a post he served for 11 years. Alongside, he was also appointed the President of the United Nations General Assembly. Later, he became the Vice President of Indonesia in Suharto's government after retiring from his diplomat career. A devoted nationalist, he adapted to rapidly changing tides in Indonesian politics, dedicating his entire career towards the development of his homeland and its people

47. Adam Malik has ever been important position.

The following important position have ever been taken, EXCEPT

- A. An Indonesian vice president.
- B. An Indonesian president
- C. A foreign minister
- D. A representative
- E. An ambassador

48. Man: Do you know ...?

Woman : Oh. I know.

- A. Our son wants what
- B. What wants our son
- C. What our son wants
- D. What does our son want
- E. Does our son want what

49. Boy : I don't know the red T-shirt boy in the picture.

Girl : The red T-shirt boy is the boy ... father is a famous politician.

- A. that
- B. who
- C. which
- D. whose
- E. whom

50. Boy : The girl is so pretty. Is she an actress?

Girl : No, she isn't. The girls acts ... she were an actress.

- A. though
- B. but
- C. as if
- D. so
- E. if

END

APPENDIX 6

Scoring Writing

Penilaian Ketrampilan Menulis / Writing
SMA AI FIRDAUS SUKOHARJO

Bentuk soal : Writing (Menulis)

Hari, Tanggal :

N O	Nomor Induk	NAMA	KELAS	KOMPETENSI YANG DINILAI (WRITING)				Nilai Perolehan	NA Writing
				Spelling & Grammar	Punctuation	Content Coherence	Handwriting tidiness		NP X 5
1	12130333	Anita Dwiyanti	XI IPA	4	5	4	4	17	85
2	12130342	Dafa Fidini Asqaf	XI IPA	5	5	4	4	18	90
3	12130301	Dyan Azka Ingkafi	XI IPA	5	5	4	4	18	90
4	12130322	Fanny Fachrudin	XI IPA	4	4	4	4	16	80
5	12130310	Luthfia Ayu Rizky H	XI IPA	4	5	4	5	18	90
6	12130302	Muhammad Farrel A	XI IPA	5	5	4	4	18	90
7	12130344	Muhammad Shidqi Naufal	XI IPA	5	5	4	4	18	90
8	12130313	Muhollana	XI IPA	5	5	4	4	18	90
9	13140421	Muhammad Fauzan	XI IPA	5	4	4	4	17	85
10	12130315	Septian Trisyananda	XI IPA	5	5	4	4	18	90
11	15160495	Zaki Muhammad Husyemi Rafsanjani	XI IPA	5	5	4	4	18	90
12	15160493	Rezita Annisa Wahyuputri	XI IPA	5	5	4	4	18	90
13	12130361	Jasmine Armatyas Saffannah Bumi	XI IPA	5	5	4	4	18	90
14	12130318	Marsa Arinal Haq	XI IPA	4	5	4	4	17	85
15	12130329	Abimantra Wisnutama	XI IPA	4	5	4	4	17	85

16	12130358	Harera Noor Wijayanti	XI IPA	5	5	4	4	18	90
17	12130319	Ken Bagus Andamar	XI IPA	4	5	4	4	17	85
18	12130326	Odvan Rasyied Pambudi	XI IPA	5	4	4	4	17	85
19	12130339	Sabila Mahmudah	XI IPA	5	4	4	4	17	85
20	12130327	Singgih Habib Nugroho	XI IPA	4	5	4	4	17	85
21	12130337	Vanesa Annafi Aldama	XI IPA	5	5	4	4	18	90
22	12130328	Faghfirlie	XI IPA	4	5	4	5	18	90
23	12130323	Faisal Rikky Safriawan	XI IPA	5	4	4	4	17	85
24	12130311	Wachid Bayu SA	XI IPA	4	4	4	4	16	80
25		Della	XI IPA	4	5	4	4	17	85
26									
27									
28									
29									
30									

Nilai tiap kompetensi = 1-5
 NA = Nilai Perolehan x 5

GURU
 MATA
 PELAJARAN

.....

Penilaian Ketrampilan Menulis / Writing
SMA AI FIRDAUS SUKOHARJO

Hari, Tanggal
:.....

Bentuk soal : Writing (Menulis)

N O	Nomor Induk	NAMA	KELAS	KOMPETENSI YANG DINILAI (WRITING)				Nilai Perolehan	NA Writing
				Spelling & Grammar	Punctuation	Content Coherence	Handwriting tidiness		NP X 5
1	13140417	Afifah Nur Arifin	XI IPS	4	5	4	4	17	85
2	15160491	Fachrunissa	XI IPS	5	5	4	4	18	90
3	15160492	Devina Amelia Salwadila	XI IPS	5	5	4	4	18	90
4	13140420	Bevan Raidita Moestafa	XI IPS	4	5	4	4	17	85
5	12130345	Mohammad Khatami Yasin	XI IPS	4	5	4	5	18	90
6	12130312	Muhammad Daffa	XI IPS	5	5	4	4	18	90
7	12130346	Muhammad Rafi H.S.	XI IPS	5	5	4	4	18	90
8	12130309	Imam Prajuritno	XI IPS	5	5	4	4	18	90
9	12130335	Irna Fitri Ridlowati	XI IPS	5	4	4	4	17	85
10	12130305	Mawaddah Nur Amini	XI IPS	5	5	4	4	18	90
11	12130355	Muhammad Arkaan Radianto Putra	XI IPS	4	5	4	4	17	85
12	12130356	Adam Gifari	XI IPS	4	5	4	4	17	85
13	12130321	Adzinda Yustitama Mahendra	XI IPS	5	5	4	4	18	90
14	12130330	Raka Nur Mujahid	XI IPS	4	4	4	4	16	80
15	12130338	Ilham Afiftama	XI IPS	4	4	4	4	16	80
16	12130304	Riza Aura Febriani	XI IPS	5	5	4	4	18	90
17	12130317	Istighfarany Aishwarya	XI IPS	4	5	4	4	17	85

18	12130325	Kintan Aulia	XI IPS	5	4	4	4	17	85
19	12130343	Salman Alfaridzi	XI IPS	4	4	4	4	16	80
20	12130332	Ananta Bayu Aji	XI IPS	4	5	4	4	17	85
21	13140419	Anisa Larasati	XI IPS	5	5	4	4	18	90
22	12130324	Diki Asfi Roihan	XI IPS	4	4	4	4	16	80
23	12130320	Muhammad Ilham R.	XI IPS	4	4	4	4	16	80
24	12130347	Putri Ayu Suwardi	XI IPS	4	4	4	5	17	85
25	15160489	Alisa Nur Rohmah	XI IPS	4	4	4	4	16	80
26	15160491	Devika Widia Rahma	XI IPS	5	4	4	4	17	85
27	15160558	Burhanudin Alfani	XI IPS	4	5	4	4	17	85
28									
29									
30									

Nilai tiap kompetensi = 1-5
 NA = Nilai Perolehan x 5

GURU
 MATA
 PELAJARAN

.....

APPENDIX 7

Student's Product

STUDI KOMPARATIF
PERILAKU AGRESIF MONYET EKOR PANJANG
(Macaca Fascicularis) **DI ALAS KEDATON**
DENGAN DI GROJOGAN SEWU



Disusun Oleh :

Muhammad Farrel Akshya

NIS.12130302

SEKOLAH MENENGAH AL FIRDAUS
SUKOHARJO

2017

APPENDIX 8

Teacher's Material

CHAPTER 9

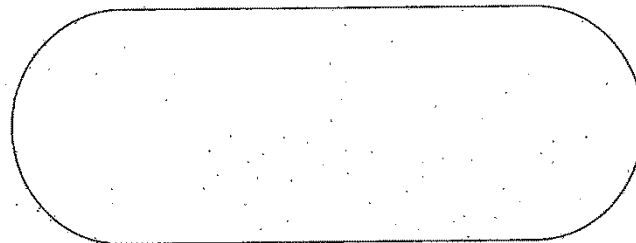
In this chapter you will:

- Read biography of Ki Hajar Dewantara
- Learn how to write biography
- Write a short biography
- Work together with your classmate

Prereading Activities

Personal Connection

Imagine 30 years from now someone will write a biography about you. What would you want the world to know about you? Focus on what you would do for people and your country.



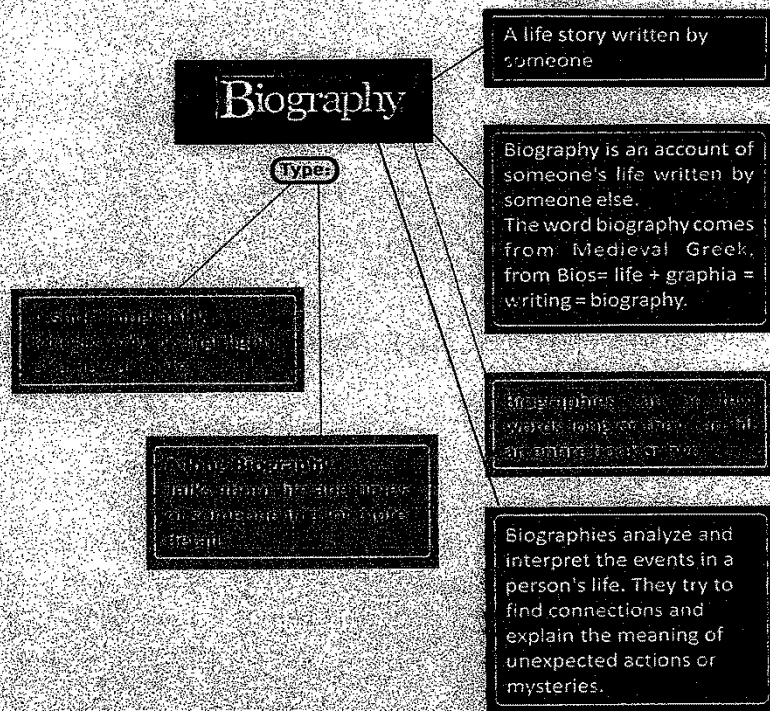
Genre Connection

Biography is a subgenre of narrative nonfiction / historical nonfiction. Sometimes it is also called biographical recount. Biography presents the facts about an individual's life and makes an attempt to interpret those facts, explaining the person's feelings and motivations.

The earliest biographers were Plutarch and Cornelius Nepos. Plutarch wrote *Parallel Lives* and Cornelius Nepos wrote *Vitae Imperator* (lives of commanders). Harold Bloom the known critic has claimed *Life of Samuel Johnson* by James Boswell as greatest biography written in the English Language. (Oates, 1986)



Building Blocks



Biographies bring to light accomplishments or life achievements of people. It opens readers' eyes to people who have made a difference in the world.

Common characteristics of Biography

A biography:

- is not written by the subject
- is always written in third person.
- is based on research not on imagination.
- describes the person's surroundings (where, when and how the person lived).
- shows how the person affected other people's life through their behavior, discoveries, social reform etc.
- provides examples that demonstrate the person's behavior, their accomplishments, goals etc.
- supplies details that illustrate the person's individuality.
- uses vivid language to narrate events. (Rosinsky, 2008)

Format of a Biography

A biography is a form of recount, so the structure resembles a recount structure:

- Introduction.
- Important events in chronological order and interpretation.
- Closing remarks.

Elements:

- Setting –Time and place (where the person's life events took place & what was the time)
- Factual information about the person (the information has to be real not fabricated)

Print Features:	Graphic Devices	Forms
<ul style="list-style-type: none">- Bold, italic font- Colored print- Bullets- Titles- Subtitles	<ul style="list-style-type: none">- Charts- Timelines- Photographs- Maps- Tables	<ul style="list-style-type: none">- Books- Articles- Letters- Encyclopedia- Textbooks- Memoirs- Diaries




Theresia Sudarwati • Eudia Grace

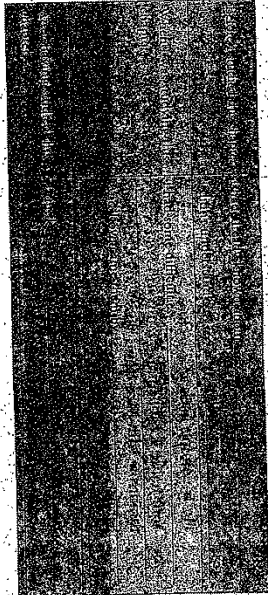
Buku Siswa

PATHWAY TO ENGLISH 2

untuk SMA/MA Kelas XI
Kelompok Peminatan



 **PENERBIT ERLANGGA**



Chapter 4

Take Time to Read the Brochure

To promote things, people sometimes use brochures, leaflets or flyers and banners. Brochures, leaflets or flyers and banners contain some persuasive, attractive, and figures. In this unit, we will learn about many examples of brochures, leaflets or flyers, and banners. At the end of the course, you will be assigned to create your own brochure, leaflet or flyer, and banner.

Social function:

To promote activities, programme, figures, etc. to attract the targeted audience's attention

Listening

- Listening for specific information
- Listening for detailed information

Speaking

Expressing various spoken skills

Reading

- Reading for getting specific information
- Reading for getting the main ideas of the text
- Reading for detailed information

Writing brochures, leaflets, pamphlets and flyers

Cultural Awareness

Garage Sale

Ways to say it

Expressions of advice

Self-Reflection

The problems of learning short functional text: brochures, flyers, leaflets, and pamphlets

After learning this chapter, you will be able to:

Observe

Listen to various dialogues concerned with brochures, leaflets, flyer and pamphlets to reflect students' experiences of advertisements in mass media by considering social functions, structures of text, language features and forms of text

Question

Identify social functions, structures of text, and language features of brochures, leaflets, pamphlets and flyers

Explore

Read and study various written brochures, leaflets, pamphlets and flyers from different resources through suitable strategies

Associate

Analyze the forms of brochures, leaflets, pamphlets and flyers in advertising products, services, or events in mass media

Communicate

- In groups, write brochures, leaflets, pamphlets and flyers advertising products, services, or events
- Have a spoken presentation on their brochures, leaflets, pamphlets and flyers by considering the social functions, structures of text, and language features used in advertisements

APPENDIX 9

Documentation

Teaching learning Process



Student's Presentation



APPENDIX 10

Certificate of Research



**YAYASAN LEMBAGA PENDIDIKAN AL FIRDAUS
SEKOLAH MENENGAH (SM) AL FIRDAUS**
Jl. Al Kautsar, Mendungan, Pabelan, Kartasura, Sukoharjo
Telp. (0271) 721381 Fax. (0271) 721380
Website : www.alfirdausina.net E-mail : sm_alfirdaus@yahoo.co.id

SURAT KETERANGAN PENELITIAN
NO. 49.B/SMAF/II/2017

Yang bertanda tangan di bawah ini :

Nama : **RINI PUDYASTUTI, SH,M.Si**
NIK : 210.01
Jabatan : Kepala Sekolah Menengah (SM) Al Firdaus

Menerangkan dengan ini sesungguhnya :

Nama : **DEWI KURNIATUN**
NIM : **S 200140096**
Program Study : **PENGKAJIAN BAHASA**
Instansi : **PASCA SARJANA**
UNIVERSITAS MUHAMMADIYAH SURAKARTA (UMS)

Yang bersangkutan telah benar-benar melakukan penelitian/research di Sekolah Menengah (SM) Al Firdaus Sukoharjo guna penyusunan thesis dengan judul "*Authentic Assessment In Writing Class For The Student of 11th Grade In SMA Al Firdaus And SMA N 2 Sukoharjo*" dari bulan Agustus sampai dengan bulan November 2016.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Sukoharjo, 22 Juli 2017


RINI PUDYASTUTI, SH, M.Si
NIK. 210.01